

**CTL 1318: Teaching Conflict & Conflict Resolution: Politics & Practice**  
**Curriculum Studies & Teacher Development Program: CTL Dept, OISE/UT**  
*Fall semester, 2011 (Mondays 5:00-8:00)*

Professor: Kathy Bickmore, Ph.D.  
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**Goals:** This seminar examines how young people may be taught (and given opportunities), implicitly or explicitly, to handle interpersonal and social conflict. The course examines the ways conflict may be confronted, silenced, transformed, or resolved in school knowledge, pedagogy, hidden curriculum, peacemaking and peacebuilding programs, governance, discipline, restorative justice, and social relations, from Canadian and international/ comparative perspectives. The group will examine how various practices and lessons about conflict fit in (and challenge) the regular activities and assumptions of curriculum and schooling, and the implications for democracy, justice, and social exclusion/ inclusion. Participants will become skilled in analyzing the conflict and relational learning opportunities and dilemmas embedded in various curricula and institutional patterns or initiatives to teach/ facilitate conflict resolution and transformation and to prevent violence. (Related themes of conflict, communication, participation, justice, and power are pursued in CTL 1312, “Democratic Citizenship Education?”)

**Expectations and Evaluation:**

1. *Prepared participation* and contribution to the class learning experience (10%): Please **ATTEND** every class having thoroughly read the reading due. **PARTICIPATE** by offering and respectfully considering contrasting viewpoints, and sharing relevant examples with which to test ideas (emphasize *quality* of talk, not quantity; also *listen well* and share air time). **If you must miss a class**, please notify the instructor, then write an *extra* reader response on the reading due that day (see below; due the following week) \*and\* get class *notes* from two colleagues.

2. *Reader responses (4) – 3 short, and 1 slightly longer, versions* ([7 marks x 3] + [14 marks] = 35%):

[A] – 3 *short* papers, on readings for one session – In preparation for 3 class sessions (you select), write brief, informal *reader responses (RRs)* that constructively examine concepts and evidence presented in all (required) reading due for that class (~2 single-spaced pages per RR [no cover, preferably double-sided], due the same day as the readings). Do *not* attempt to cover every important aspect, but *do* speak to some key element of each (required) reading due that day. Hand in at least one RR by **October 3**, at least two by **October 31**. The *latest* date to turn in an RR is week 11, **November 28**.

[B] – 1 *slightly longer* paper, reflective synthesis on readings you select from first 2/3 of course – First, discuss themes, insights, and questions arising for you out of several course readings (you select from various sessions) and conversations in the course so far. Second, apply some of these ideas to initial reflections on one or more ‘cases’ you might study for your final project (see below). Due by **October 31**.

*Address these kinds of questions in reader responses:*

- *Insights & information:* Evidence, examples, and explanations that each author uses to back up their perspectives/ theories/ conclusions: What do they believe, notice, assume? How do you find this evidence (in)credible, and/or (ir)relevant (to a particular educational context you choose)?
- *Comparisons & connections:* How are the contexts and evidence presented in one reading related, similar to and different from the others? What are the implications of these ideas and findings, for whom?
- *Questions & constructive (dis)agreement:* Probe the roots of your own subjective responses to the various readings. Why do you ‘like’ or ‘dislike’ them? How is this a fair, yet critical, reading? What do you want to learn more about?

3. *Shared leadership* (10%): [A] **Twice** during the term, serve as a *discussant* (facilitate a 20-25-minute interactive SMALL-group discussion/ activity, based on **all** required readings due; **dates arranged** in advance). Each day you are a discussant leader, hand in one of your **READER RESPONSES** (see above), **\*AND\* a brief PLAN** (discussion questions, activity, and/or case study) for how you will

facilitate peers' *'higher-order' analysis and application* of ideas 'across' the various readings due.

3. *Case study project* (45%). Study an example of a conflict (resolution) or peacebuilding education initiative, in light of (mainly course) scholarly readings. Cases to study may include a problem or initiative you have experienced in a formal or nonformal educational setting, *and/or* a (book-length) practical conflict resolution/ peacebuilding education resource (see resource list for examples):

- PLAN [1-2 pages: draft research question, case and context, initial bibliography] due by **November 7**
- ORAL presentation of project-in-progress [draft] in class **December 5**
- PAPER [12-15 pages, single or 1.5-spaced, i.e. about 6000-8000 words, plus appendices, preferably double-sided] due by **December 19, 5:00** (extensions may be possible IF arranged **IN ADVANCE**; but, **latest possible due date = Monday January 9, 8:30 a.m.**). See below: critically review/ synthesize concepts and evidence from a few scholarly sources, primarily assigned and recommended course readings, and apply this foundation to analyzing one 'case' (a problem/question in conflict resolution [in] education in one type of educational setting).

*Include these elements in case study (oral presentation & final paper):*

- Inquiry: articulate a *question or problem* related to the teaching (facilitated learning) of conflict resolution and/or peacebuilding, **applied to a particular case** and (type of) context (option: you may choose to examine one, or up to three comparable, instances).
- Standpoint: briefly explain the roots of your own interest, values and assumptions about this problem.
- Conceptual framework substantiated by scholarly literature: Synthesize, compare, and constructively critique concepts, arguments, and evidence in several scholarly sources (primarily CTL 1318 required and recommended course readings), to shed light on your inquiry question and case study.
- Case study: in light of the above framework, describe, discuss, and constructively critique this case (or linked cases) of conflict resolution and/or peacebuilding (in) education. (Option: you may choose to write a research proposal [design and rationale] for a future study of some case[s] of conflict resolution/ peacebuilding education.)
- Conclusions: offer your well-grounded answer to: "Why or how does this matter?"
- Appendices: include a complete bibliography of all sources (standard referencing format), and (as needed) illustrative excerpts or descriptive summary from the experience, program, or resource studied.

*Hand in final papers to Kathy Bickmore's office (#10-170); include big self-addressed envelope with sufficient postage, OR retrieve after January 22 at Danny Cavanaugh's desk, 10th floor south.*

*Assessment criteria for all assignments:* Demonstrate substantive understanding of course concepts, applied to your area of experience/ inquiry, yielding reflexive understanding your own standpoint; use scholarly evidence critically, constructively and persuasively in analysis; write clear, logically organized, referenced essays following scholarly writing conventions.

*Required Reading Materials and NOTE on ASSIGNMENTS:*

- Assigned readings (& other resources) are available on our course **Blackboard** site (access with **UTORid**: <https://portal.utoronto.ca/webapps/portal/frameset.jsp>).
- Book(s) and documentation you choose for your case study project (*see reference/resource list*)
- **Due dates are firm**, to hold participants accountable for well-prepared contribution to the group learning, and to facilitate formative assessment throughout. Late work normally will receive a reduced grade. *Individual adaptation* of independent assignments is welcome, **IF** agreed upon *well in advance*.

CTL 1318 Schedule (themes and due dates):

1. September 12 – Welcome and introductions: types of conflict, approaches to peace

*Recommended, & to preview during first class:*

Lederach, John Paul (2003/ 2005). "Conflict Transformation." In *Beyond Intractability*, Ed. Guy Burgess and Heidi Burgess. 1 Jun. 2005. Conflict Research Consortium, University of Colorado, Boulder, Colorado, USA. <<http://www.beyondintractability.org/essay/transformation/>>.

Ross, Marc Howard. (2000). Creating the conditions for peacemaking: Theories of practice in ethnic conflict resolution. *Ethnic and Racial Studies*, 22(6), 157-178.

*Recommended further reading:*

Bickmore, Kathy (2011), "Keeping, making, and building peace in school" *Social Education* {"Research and Practice" section} 75(1, January), 42-46.

Curle, Adam, Freire, Paulo, & Galtung, Johan. (1974). What can education contribute towards peace and social justice? Curle, Freire, Galtung panel. In Magnus Haavelsrud (Ed.), *Education for Peace: Reflection and Action* (pp. 64 - 97). Keele, UK: University of Keele. [Robarts stacks LC1090.W6 1974]

Ross, Marc (1993). "The two faces of conflict." In M. Ross, *The Management of Conflict* (1-16). New Haven: Yale University Press.

Roy, Beth (1994). *Some Trouble with Cows: Making Sense of Social Conflict*. Berkeley: University of California Press. [case study of inter-group conflict in a Bengali village]

2. September 19 – Contexts: How do schools and curricula exacerbate or mitigate destructive conflict?

Bush, Kenneth & Saltarelli, Diana (2000). *The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children*. Florence, IT: UNICEF Innocenti Research Centre (focus on chapters 2-4, pp. 9-35).

Gladden, R. Matthew (2002). "Reducing school violence: strengthening student programs and addressing the role of school organizations." *Review of Research in Education* 26, 263-297.

Harber, Clive & Sakade, Noriko (2009), "Schooling for violence and peace: How does peace education differ from 'normal' schooling?" *Journal of Peace Education* 6(2, September), 171-187.

Maxwell, Anne-Marie, Enslin, Penny and Maxwell, Tudor (2004), "Educating for peace in the midst of violence: a South African experience." *Journal of Peace Education* 1(1), 103-121.

*Recommended further reading:*

Akiba, M., LeTendre, G., Baker, D., & Goesling, B. (2002). "Student victimization: national and school system effects on school violence in 37 nations." *American Educational Research Journal* 39:4 (Winter), 829-853.

Aronson, Elliot (2000). *Nobody left to hate: Teaching compassion after Columbine*. New York: Henry Holt.

Dunne, Máiréad & Leach, Fiona (2007), "Gender conflict and schooling: Identity, space and violence." In F. Leach & M. Dunne (Editors), *Education, Conflict and Reconciliation: International Perspectives*. Oxford, UK: Peter Lang, pp.187-202.

Novelli, Mario & Mieke Lopes Cardozo (2008), "Conflict, education and the global south: New critical directions." *International Journal of Educational Development* 28, 473-488.

Bickmore, Kathy. (2011). Policies and programming for safer schools: Are 'anti-bullying' approaches impeding education for peacebuilding? *Educational Policy*, 25(4), 648-687.

3. September 26 — Discipline and interpersonal aggression in schools: restorative and punitive approaches

Burssens, Dieter, & Vettenburg, Nicole. (2006). Restorative Group Conferencing at School. *Journal of School Violence*, 5(2), 5-17.

McCluskey, Gillean, Lloyd, G., Stead, J., Kane, J., Riddell, S., & Weedon, E. (2008). 'I was dead restorative today': from restorative justice to restorative approaches in school. *Cambridge Journal of Education*, 38(2), 199-216

- Morrison, Brenda. (2006). School Bullying and Restorative Justice: Toward a Theoretical Understanding of the Role of Respect, Pride, and Shame. *Journal of Social Issues*, 62(2), 371-392.
- Skiba, Russell J., Michael, Robert S., Nardo, Abra Carroll, & Peterson, Reece L. (2002). The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment. *The Urban Review*, 34(4), 317-342.

*Recommended further reading:*

- Dicum, Julia (2008), "Learning, war and emergencies: a study of the learner's perspective." *Comparative Education Review* 52(4), 619-638.
- McCluskey, Gillean, Lloyd, Gwynedd, Kane, Jean, Riddell, Sheila, Stead, Joan, & Weedon, Elisabet. (2008). Can restorative practices in schools make a difference? *Educational Review*, 60(4), 405-417.
- Bergsgaard, M. (1997). "Gender issues in the implementation and evaluation of a violence-prevention curriculum." *Canadian Journal of Education* 22:1, 33-45.
- Smith, J. David, Cousins, J. Bradley, & Stewart, Rebecca. (2005). Antbullying Interventions in Schools: Ingredients of Effective Programs. *Canadian Journal of Education / Revue canadienne de l'Éducation*, 28(4), 739-762.

4. October 3 – Conflict resolution (in) education: communication, negotiation and peer mediation practices

**(Turn in at least first reader response essay by today)**

- Jones, Tricia. (2004). Conflict resolution education: the field, the findings, and the future. *Conflict Resolution Quarterly*, 22(1-2), 233-267.
- Harris, Robert (2005). Unlocking the learning potential in peer mediation: An evaluation of peer mediator modeling and disputant learning. *Conflict Resolution Quarterly*, 23(2), 141-164.
- Nix, Chris & Hale, Claudia (2007), Conflict Within the Structure of Peer Mediation: An Examination of Controlled Confrontations in an At-Risk School. *Conflict Resolution Quarterly* 24 (3), Spring, 327-348.
- Stevahn, Laurie. (2004). Integrating conflict resolution training into the curriculum. *Theory Into Practice*, 43(1), 50-58.

*Recommended further reading:*

- Daunic, Ann P., Miller, M. David, Robinson, T. Rowand, & Smith, Stephen W. (2002) Conflict resolution and peer mediation in middle schools: extending the process and outcome knowledge base. *The Journal of Social Psychology*, 142(5), 567.
- Wing, Leah (2009), "Mediation and inequality reconsidered: Bringing the discussion to the table." *Conflict Resolution Quarterly* 26(4, Summer), 383-404.
- Lane-Garon, Pamela, & Richardson, Rim. (2003). Mediator mentors: Improving school climate, nurturing student disposition. *Conflict Resolution Quarterly*, 21(1), 47-68.
- Bickmore, K. (2001), "Student conflict resolution, power 'sharing' in schools, and citizenship education." *Curriculum Inquiry* 31 (2, June), 137-162.

(NO class October 10 -- **Happy Thanksgiving!** -- class session to be made up **December 7**)

5. October 17 — Conflict/ controversy and dialogue practice infused in (implicit & explicit) curriculum

- Johnson, David & Johnson, Roger (2009), "Energizing learning: The instructional power of conflict." *Educational Researcher* 38 (1, January), 37-51.
- Hess, Diana & Avery, Patricia (2008), "Discussion of controversial issues as a form and goal of democratic education." In J. Arthur, I. Davies, & C. Hahn (Editors), *Sage Handbook of Education for Citizenship and Democracy*, pp.506-518.
- Dull, Laura & Murrow, Sonia (2008), "Is dialogic questioning possible in social studies classrooms?" *Theory and Research in Social Education* 36 (4, Fall), 391-412.

*Recommended further reading:*

- Frankenstein, M. (1987). Critical mathematics education: An application of Paulo Freire's epistemology. In I. Shor (Ed.), *Freire for the Classroom: A Sourcebook for Liberatory Teaching* (pp. 180-210). Portsmouth, NH: Boynton-Cook.
- Settlage, John & Sabik, Cindy (1997), "Harnessing the positive energy of conflict in science teaching." *Theory Into Practice* 36:1, 39-45.
- Schultz, Katherine (2010). After the blackbird whistles: Listening to silence in classrooms. *Teachers College Record* 112 (11, November), 2833-2849.

6. October 24-- Doing conflict (resolution): dialogue & decisions in control & governance

- Angell, Ann (2004). "Making peace in elementary classrooms: a case for class meetings." *Theory and Research in Social Education* (Peacebuilding Citizenship Education theme issue), 32 (1), 98-104.
- Dahlstedt, Magnus, Fejes, Andreas, & Schönning, Elin. (2011). The will to (de)liberate: shaping governable citizens through cognitive behavioural programmes in school. *Journal of Education Policy*, 26(3), 399-414.
- Parker, Walter. (2006). Public Discourses in Schools: Purposes, Problems, Possibilities. *Educational Researcher*, 35(8), 11-18.

*Recommended further reading:*

- Kahne, Joseph, & Middaugh, Ellen. (2008, February). Democracy for some: The Civic opportunity gap in high school Retrieved July 20, 2010, from <http://www.civicyouth.org>
- McNeil, Linda (1986), "Defensive teaching and classroom control." In McNeil, *Contradictions of Control*. NY: Routledge, 157-190.
- Pranis, Kay (2005), *The Little Book of Circle Processes*. Intercourse, Pennsylvania: Good Books.

7. October 31 – Compare & reflect: Alternate goals & assumptions in peace/ conflict education

**(Turn in at least second reader response essay by today)**

- Vaandering, Dorothy. (2010). The Significance of Critical Theory for Restorative Justice in Education. *Review of Education, Pedagogy, and Cultural Studies*, 32(2), 145-176.
- Harris, Ian (2004), "Peace education theory." *Journal of Peace Education* 1(1, March), 5-12
- Davies, Lynn. (2005). Teaching about conflict through citizenship education. *International Journal of Citizenship and Teacher Education*, 1(2), 17-34.
- Galtung, Johan. (1983). Peace education: Learning to hate war, love peace, and to do something about it. *International Review of Education*, 29(3), 281-287.

*Recommended further reading:*

- Lederach, J.P. (1991). *Beyond Prescription: New Lenses for Conflict Resolution Training across Cultures*. Waterloo, Inter-Racial and Cross-Cultural Conflict Resolution project (monograph, Conflict Resolution Network Canada).
- McCauley, C. (2002) "Head-first vs. feet-first in peace education." In G. Salomon & B. Nevo (Eds.), *Peace Education: The Concepts, principles & practices around the world* (247-258). Mahwah, NJ: Lawrence Erlbaum Associates.
- Morrison, B. (2007). *Restoring safe school communities: a whole school response to bullying, violence and alienation*. Leichhardt, New South Wales, Australia: Federation Press (especially ch 5, "Responsive regulation," & ch 6, "Practicing restorative justice in schools: the evidence" pp. 96-120 & 121-150).

8. November 7 — Complicating dialogue: Inter-group differences, unequal power, critical discourse

**(Turn in assignment #2B, longer reader response reflective synthesis and case study ideas, by today)**

- Bekerman, Zvi, Zembylas, Michalinos, & McGlynn, Claire. (2009). Working toward the de-essentialization of identity categories in conflict and postconflict societies: Israel, Cyprus, and Northern Ireland.

*Comparative Education Review*, 53(2), 213-234.

Barton, Keith, & McCully, Alan. (2007). Teaching controversial issues... where controversial issues really matter. *Teaching History*(127), 13-19.

King, John (2009), "Teaching and learning about controversial issues: Lessons from Northern Ireland." *Theory and Research in Social Education* 37 (2, Spring), 215-246.

Nagda, B, & Gurin, P. (2007). Inter-group dialogue: A critical-dialogic approach to learning about difference, inequality, and social justice. *New Directions for Teaching and Learning*, 111, 35-45.

*Recommended further reading:*

Abu-Nimer, Mohammed (2001), "Conflict resolution, culture, and religion: Toward a training model of interreligious peacebuilding." *Journal of Peace Research* 38(6, November), 685-704

Dessel, Adrienne & Rogge, Mary (2008), "Evaluation of intergroup dialogue: A review of the empirical literature." *Conflict Resolution Quarterly* 26 (2, Winter), 199-238.

Schimmel, Noam. (2009). Towards a sustainable and holistic model of peace education: a critique of conventional modes of peace education through dialogue in Israel. *Journal of Peace Education*, 6(1), 51-68.

Tal-Or, N., Boninger, D., & Gleicher, F. (2002). Understanding the conditions necessary for intergroup contact to reduce prejudice. In G. Salomon & B. Nevo (Eds.), *Peace Education: The Concept, Principles, and Practices Around the World*. Mahwah, NJ: Lawrence Erlbaum Associates (89-107).

#### 9. November 14 – Narratives, identities & histories shaping conflict and peacebuilding education

**(Turn in project PLAN/ preview by today)**

Funk, N. & Said, A. A. (2004). "Islam and the West: Narratives of conflict and conflict transformation." *International Journal of Peace Studies* 9 (1, Spring/Summer), 1-28.

Bekerman, Zvi, Michalinos Zembylas, & Claire McGlynn (2009), "Working toward the de-essentialization of identity categories in conflict and postconflict societies: Israel, Cyprus, and Northern Ireland." *Comparative Education Review* 53 (2), 213-234.

Freedman, Sarah W, Harvey Weinstein, Karen Murphy, & Timothy Longman (2008), "Teaching history after identity-based conflicts: The Rwanda experience." *Comparative Education Review* 52 (4), 663-690.

*Recommended further reading:*

Bekerman, Zvi (2009), "Identity versus peace: Identity wins." *Harvard Educational Review* 79 (1, Spring), 74-83.

Steinberg, Shoshana & Bar-On, Dan (2009), "The other side of the story: Israeli and Palestinian teachers write a history textbook together." *Harvard Educational Review* 79 (1, Spring), 104-112.

Cole, Elizabeth (Editor, 2007), *Teaching the Violent Past: History Education and Reconciliation*. Plymouth, UK: Rowman & Littlefield. [Germany, Japan, Aboriginals in Canada, N. Ireland, post-Franco Spain, Guatemala, Russia, Korea, India & Pakistan]

McGlynn, Claire, Michalinos Zembylas, Zvi Bekerman & Tony Gallagher (2009), *Peace Education in Conflict and Post-conflict Societies: Comparative Perspectives*. NY: Palgrave Macmillan

#### 10. November 21 – Handling difference(s): Peace/ conflict education in the context of diversity

Noguera, Pedro (1995). Preventing and producing violence: A critical analysis of responses to school violence. *Harvard Educational Review*, 65(2), 189-212.

Donnelly, C., & Hughes, J. (2006). Contact, culture and context: Evidence from mixed faith schools in Northern Ireland and Israel. *Comparative Education*, 42(4), 493-516.

Schultz, Katherine, Buck, Patricia, & Niesz, Tricia. (2000). Democratizing conversations: Racialized talk in a post-desegregated middle school. *American Educational Research Journal*, 37(1), 33-65.

*Recommended further reading:*

Kelly, Deirdre & Brooks, Mary (2009), "How young is too young? Exploring beginning teachers' assumptions about young children and teaching for social justice." *Equity and Excellence in Education* 42

(2), 202-216.

- Prutzman, Priscilla, & Johnson, Jude. (1997). Bias awareness and multiple perspectives: Essential aspects of conflict resolution. *Theory Into Practice*, 36(1), 26-31.
- Subedi, Binaya (2008), "Fostering critical dialogue across cultural differences: A Study of immigrant teachers' interventions in diverse schools." *Theory and Research in Social Education* 35 (4, Fall), 413-440.
- Zembylas, Michalinos (2007), "The politics of trauma: Empathy, reconciliation and peace education." *Journal of Peace Education* 4 (2, September), 207-224.

11. November 28 — Contrasting policies and philosophies: teaching conflict (resolution) in diverse contexts

**(Latest day to turn in a reader response paper)**

- Köylü, Mulstafa (2004), "Peace education: an Islamic approach." *Journal of Peace Education* 1(1, March), 59-76.
- Tawil, Sobhi & Harley, Alexandra (2004). "Education and Identity-based conflict: Assessing curriculum policy for social and civic reconstruction." In: Tawil, S. & Harley, A. (Eds.), *Education, Conflict and Social Cohesion*. Geneva: UNESCO International Bureau of Education, 5-27, appx pp.31-35. [chapters: Bosnia & Herzegovina, Guatemala, Lebanon, Mozambique, Northern Ireland, Rwanda, and Sri Lanka]
- Zembylas, Michalinos, Bekerman, Zvi, McGlynn, Claire, & Ferreira, Ana. (2009). Teachers' Understanding of Reconciliation and Inclusion in Mixed Schools of Four Troubled Societies. *Research in Comparative and International Education*, 4(4), 406-422.

*Recommended further reading:*

- Burguières, Mary K. (1990), Feminist Approaches to Peace: Another Step for Peace Studies. *Millennium - Journal of International Studies* 19 (1), 1-18.
- Finley, Laura (2003). "How can I teach peace when the book only covers war?" *Online Journal of Peace and Conflict Resolution* 5(1, Summer), 150-165. [www.trinsitute.org/ojpcr/5\\_1finley.htm](http://www.trinsitute.org/ojpcr/5_1finley.htm)
- Williams, James. (2004). Civil conflict, education, and the work of schools: Twelve propositions. *Conflict Resolution Quarterly*, 21(4), 471-481.
- Yamashita, Hiromi (2006). Global citizenship education and war: The needs of teachers and learners. *Educational Review*, 58(1), 27-39.

12. December 5 (make-up for Oct. 10) – Comparing case studies: inquiries in conflict (resolution) education

**Project oral presentations (case study draft/ notes) due**

(Monday) December 12: Please SAVE this DATE for possible make-up class!

**PROJECT PAPER due (Monday) December 19 (5:00)**

**(latest possible extended due date, IF arranged in advance = Monday January 9, 8:30 a.m.)**

*Deliver PAPER (hard copy, preferably double-sided) to K Bickmore's office, #10-170*

### **CTL 1318 (Bickmore) Additional Recommended Reading**

- Ahonen, Sirkka. (2001). Politics of identity through history curriculum: narratives of the past for social exclusion - or inclusion? *Journal of Curriculum Studies*, 33(2), 179-194.
- Alladin, M. I. (1996). *Racism in Canadian Schools*. Harcourt-Brace Canada.
- Allport, Gordon (1954). *The Nature of Prejudice*. Cambridge, MA: Addison Wesley.
- Apple, Michael. (1979). *Ideology and Curriculum*. London: Routledge.
- Ashworth, J., Bockern, S., Ailts, J., Donnelly, J., Erickson, K., & Woltermann, J. (2008). The restorative justice centre: An alternative to school detention. *Reclaiming Children and Youth*, 17(3), 22-26.
- Assefa, Hizkias (2005). Reconciliation: Challenges, responses, and the role of civil society (637-644). In van Tongeren, P., Brenk, M., Hellema, M., & Verhoeven, J. (Eds.). (2005). *People Building Peace II: Successful Stories of Civil Society*. Boulder, CO & London, UK: Lynne Rienner Publishers.
- Avery, P., Sullivan, J., & Wood, S. (1997). Teaching for tolerance of diverse beliefs. *Theory Into Practice*, 36(1), 32-38.
- Augsburger, D. "Conflict: the Power of Honor, Dignity, and Face." In: D. Augsburger, *Conflict Mediation Across Cultures: Pathways and Patterns*. Louisville, Kentucky: Westminster/John Knox Press, 1992, 73-112.
- Avery, P. et. al. (1999), Teaching an understanding of war and peace through structured academic controversies." In A. Raviv. et. al. (Eds.), *How Children Understand War and Peace*. San Francisco: Jossey-Bass, 260-280.
- Avruch, K. (2000). Culture and negotiation pedagogy. *Negotiation Journal* (October), 339-346.
- Avruch, K. (2003). "Type I and type II errors in culturally sensitive conflict resolution practice." *Conflict Resolution Quarterly* 20:3 (Spring), 351-371.
- Barnes, Bruce (2007), "Conflict resolution education in the Asian Pacific." *Conflict Resolution Quarterly* 25 (1, Fall), 55-60.
- Bar-Tal, D. (2002). "The elusive nature of peace education." (27-36). In G. Salomon & B. Nevo (Eds.), *Peace Education: The Concept, Principles, and Practices Around the World*. Mahwah, NJ: Lawrence Erlbaum.
- Bartlett, Lesley. (2005). Dialogue, knowledge, and teacher-student relations: Freirean pedagogy in theory and practice. *Comparative Education Review*, 49(3), 344-364.
- Barton, K., & Levstik, L. (2004). *Teaching History for the Common Good*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Bellah, R, Madsen, Sullivan, Swidler, & Tipton (1991), "We live through institutions," In Bellah, et.al. *The Good Society*.
- Bickford, S. (1996), *The Dissonance of Democracy*. Ithaca: Cornell U Press.
- Bickmore, K. (1993), "Learning Inclusion/ Inclusion in Learning: Citizenship Education for a Pluralistic Society." *Theory and Research in Social Education* 21:4 (Fall), 341-384.
- Bickmore, K. (1997), "Preparation for pluralism: Curricular and extra-curricular practice with conflict resolution" In K. Bickmore [Guest Ed.] "Teaching conflict resolution." *Theory Into Practice* 36:1, 3-10.
- Bickmore, K. (1999), "Elementary curriculum about conflict resolution: Can children handle global politics?" *Theory and Research in Social Education* 27:1 (Winter), 45-69.
- Bickmore, K. (2002), "How might social education resist (hetero)sexism? Facing the impact of gender and sexual ideology on citizenship." *Theory and Research in Social Education*. 30:2 (Spring), 198-216.
- Bickmore, K. (2002). Peer mediation training and program implementation in elementary schools: Research results. *Conflict Resolution Quarterly*, 19(4).
- Bickmore, K. (2004). "Discipline for democracy? School districts' management of conflict and social exclusion." *Theory and Research in Social Education* 32:1 (Winter), 75-97.
- Bickmore, K. (2006). Democratic social cohesion? Assimilation? Representations of social conflict in Canadian public school curricula. *Canadian Journal of Education*, 29(2), 359-386.
- Bickmore, K. (2007), "Linking global with local: Cross-cultural conflict education in urban Canadian schools. In F. Leach, M. Dunne, & R. Masika, Editors, *Education, Conflict and Reconciliation: International Perspectives*. Oxford, UK: Peter Lang, 237-252.
- Bickmore, K. (2007), "Taking Risks, Building Peace: Teaching Conflict Strategies and Skills to Students from 6-16+" In H. Claire & C. Holden (Eds.), *The Challenge of Teaching Controversial Issues*. London: Trentham Books, 131-145.
- Bickmore, K. (2008). Peace and conflict. In J. Arthur, I. Davies & C. Hahn (Eds.), *Sage Handbook of Education for Citizenship and Democracy* (pp. 438-454). London, UK: Sage Publications.
- Bickmore, K. (2008), "Social studies for social justice: Learning/ navigating power and conflict." In L. Levstik & C. Tyson (Eds.), *Handbook of Research in Social Studies Education*. New York: Routledge, 155-171.
- Bickmore, K. (2009), "Global Education to Build Peace." In T. F. Kirkwood-Tucker (Ed.), *Vision in Global Education: The Globalization of Curriculum and Pedagogy in Teacher Education and Schools* New York: Peter Lang, 270-285.
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**CTL 1318 (K. Bickmore): Teaching Conflict (Resolution) — Sample Practical Resources  
(may be used for case study projects)**

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